

Module Specification

Module Summary Information

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| 1 | Module Title | Essential Skills for the Care of Individuals with a Learning Disability |
| 2 | Module Credits | 40 |
| 3 | Module Level | 4 |
| 4 | Module Code | HSC4087 |

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| 5 | Module Overview |
| <p>Rationale</p> <p>This module has clinical and academic components and makes use of the clinical skills facilities available within the Faculty. It aims to provide a grounding to help you develop skills to meet the health needs of people with learning disabilities. The module provides you with the fundamental knowledge and the core clinical skills to enable you to meet the health needs of people with learning disabilities. The syllabus includes opportunities to learn and perfect the practical skills identified to help you meet health needs. The development of these clinical skills will provide the support that people with learning disabilities may require in order to have a good quality of life. Whilst we recognise that many people with a learning disability have good health and enjoy life to the full, we also know that the lives of many other people with a learning disability are diminished by poor health and frequent illness. There are also seminars on pathophysiology, which is the study of functional changes in the body that occur in response to disease or injury. The field is designed to help you have knowledge of progress of disease so that you can be aware of the issues and how they may affect the individuals you care for. As work-based learning remains the very essence of the programme, you will have the opportunity to combine your previous experience with your newly acquired knowledge and apply this immediately into your practice. Collaboration between the University and work-based partners is fundamental to the programme.</p> <p>Alignment with Philosophy and Aims</p> <p>The Foundation Degree Health and Social Care programme is committed to developing workers who will be compassionate, caring, knowledgeable and productive members of inter-professional teams, with the ability to be adaptable and flexible in order to respond to the ever changing needs and priorities of the services we support. During this module you will develop the role related knowledge and skills required to support your individual working roles and therefore benefit your service users. You will develop into an individual that can influence the quality of care delivered and disseminate good practice within your organisation.</p> <p>Learning and Teaching Strategy</p> <p>This module is a full time work based learning module. The module will be delivered using a blended learning approach as well as providing the opportunity for independent study.</p> | |

Tutorials will be provided to discuss topics in more detail with small groups or individuals.

Assessment Strategy

This module comprises of two items of summative assessment and continuous formative assessment in the workplace.

1. A work based portfolio containing a clinical assessment handbook and a record of clinical experience. You will be judged as being competent or not competent at the completion of the assessment period. This is a pass/fail assessment.
2. A 3000 word written assignment.

You are required to pass both elements of assessment in order to pass the module.

| 6 | Indicative Content |
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| | This section covers indicative subject matter only. Definitions of learning disability, Communication GORD Recognising changes in health – nursing skills; end of life care Using behavioural approaches Legal issues including consent and capacity Pathophysiology – genetics and development; epilepsy; pharmacology; diabetes; respiratory assessment |

| 7 | Module Learning Outcomes |
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| | On successful completion of the module, students will be able to: |
| | 1 Recognise the differing approaches available in delivering clinical skills to an individual that you work with. |
| | 2 Demonstrate and apply key knowledge and skills related to your area of practice. |
| | 3 Apply the ethical basis of clinical skills care in the context of consent, capacity and evidence based care as it applies to an individual with a learning disability. |
| | 4 Apply knowledge and understanding of pathophysiological principles. |

| 8 | Module Assessment | | |
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| Learning Outcome | | | |
| | Coursework | Exam | In-Person |
| 1,3,4 | | Exam | |
| 2 | | | Practice |

| 9 Breakdown Learning and Teaching Activities | |
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| Learning Activities | Hours |
| Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable | 69 |
| Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 319 |
| Private Study (PS) includes preparation for exams | 12 |
| Total Study Hours | 400 |